

# **MontCAS CRT**

**Reading**

**Item Specifications  
Grades 3-8 and 10**

## Grade 3

### Reading Content Standard 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

<b>Benchmark End of Grade 4</b>	<b>GLE Grade 3</b>	<b>Item Specification Grade 3</b>
1. Make predictions and connections between new material and previous information/experiences.  2. Incorporate new print /non-print information into existing knowledge to draw conclusions and make application.  3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.	1. Makes predictions using new material and previous information /experiences.	1. Make inferences, make and support predictions, draw conclusions.
4. Demonstrate basic understanding of main ideas and some supporting details.  5. Accurately retell key elements of appropriate reading material.	2. Identifies basic main ideas and supporting details.	2. Demonstrate an understanding of main idea, events, and supporting details; recall facts, summarize.

## Grade 3

### Reading Content Standard 2

Students apply a range of skills and strategies to read.

<b>Benchmark End of Grade 4</b>	<b>GLE Grade 3</b>	<b>Item Specification Grade 3</b>
1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	3. Decodes unknown words in grade-level text using a variety of strategies.	1. Apply knowledge of synonyms and antonyms to determine meaning.  2. Distinguish and interpret words with multiple meanings.
2. Demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).  3. Identify literary devices (e.g., figurative language and exaggeration).	4. Identifies literary elements and devices in works of literature at grade-level.	3. Understand story elements (e.g., setting, plot, characterization, and character's motivation).  4. Recognize how language is used for meaning and effect in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion).
4. Use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).		5. Demonstrate an understanding of the structural features and the function of text, (e.g., title, table of contents, index, and glossary.)  6. Use graphics (e.g., pictures, maps, and diagrams) to gain meaning or relate to written texts.
5. Adjust fluency, rate, and style of reading to the purpose of the materials with guidance.		Not measurable on statewide assessment.
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).	5. Uses substantial reading vocabulary appropriate to grade-level.	7. Recognize and use clues within the text (e.g., word structure [simple prefixes and suffixes], sentence structure, context) to determine word meaning.

<p>7. Identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.</p> <p>8. Ask questions and check predictions prior to, during, and after reading.</p>	<p>6. Applies, articulates, and self-monitors decoding and comprehension strategies- not measurable on statewide assessment..</p>	<p>Not measurable on statewide assessment.</p>
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## Grade 3

### Reading Content Standard 3

Students set goals, monitor, and evaluate their progress in reading.

<b>Benchmark End of Grade 4</b>	<b>GLE Grade 3</b>	<b>Item Specification Grade 3</b>
<p>1. Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.</p> <p>2. Describe reading successes and set reading goals.</p> <p>3. Select authors, subjects, and print and non-print material to share with others.</p>	<p>7. Sets appropriate reading goals – not measurable on statewide assessment.</p>	<p>Not measurable on statewide assessment.</p>

## Grade 3

### Reading Content Standard 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

<b>Benchmark End of Grade 4</b>	<b>GLE Grade 3</b>	<b>Item Specification Grade 3</b>
1. Identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits).	8. Identifies a variety of purposes for reading and selects appropriate print and non-print materials.	1. Recognize the purpose of the text
2. Solve a problem or answer a question through reading (e.g., signs, labels, instruction).  3. Perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).		2. Follow multi-step directions in informational texts (e.g., recipes, how-to projects).
6. Read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).		3. Identify appropriate sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.

<p>4. Read and provide oral, written, and/or artistic, responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.</p> <p>5. Read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).</p>	<p>10. Recognizes cultural differences including American Indians in various materials.</p>	<p>4. Demonstrate an awareness of how a text reflects cultural traditions and life experiences.</p>
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### Grade 3

#### Reading Content Standard 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

<b>Benchmark End of Grade 4</b>	<b>GLE Grade 3</b>	<b>Item Specification Grade 3</b>
1. Identify and summarize similarities and differences using a single element such as character within a text and between sources of information.  2. Make connections, integrate, and organize information from multiple sources.	11. Compares and integrates information from two sources.	1. Compare and contrast a single element (e.g., character) within a text or between texts.  2. Identify different types of texts, (e.g., poetry, fiction, nonfiction) and types of information (e.g., reality versus. make-believe).
3. Recognize authors' points of view.	9. Recognizes an author's point of view.	2. Recognize the author's purpose and perspective.
4. Distinguish fact from opinion in various print and nonprint material.		Not assessed at this grade level.



## Grade 4

### Reading Content Standard 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

<b>Benchmark End of Grade 4</b>	<b>GLE Grade 4</b>	<b>Item Specification Grade 4</b>
1. Make predictions and connections between new material and previous information/experiences.  2. Incorporate new print /non-print information into existing knowledge to draw conclusions and make application.  3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.	1. Makes predictions and connections between new material and previous information /experiences.	1. Make inferences, make and support predictions, draw conclusions, and recognize cause and effect relationships.
4. Demonstrate basic understanding of main ideas and some supporting details.  5. Accurately retell key elements of appropriate reading material.	2. Demonstrates a basic understanding of main ideas and supporting details.	2. Demonstrate an understanding of main idea, events, and supporting details; recall facts, summarize.

## Grade 4

### Reading Content Standard 2

Students apply a range of skills and strategies to read.

<b>Benchmark End of Grade 4</b>	<b>GLE Grade 4</b>	<b>Item Specification Grade 4</b>
1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understanding reading material.	3. Decodes unknown words in grade-level text using a variety of strategies.	1. Apply knowledge of synonyms and antonyms to determine meaning.  2. Distinguish and interpret words with multiple meanings.
2. Demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).  3. Identify literary devices (e.g., figurative language and exaggeration).	4. Identifies literary elements and devices in works of literature at grade-level.	3. Understand story elements (e.g., setting, plot, characterization, and character's motivation).  4. Recognize how language is used for meaning and effect in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion).
4. Use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).		5. Demonstrate an understanding of the structural features and the function of text, (e.g., title, table of contents, index, glossary, paragraphs, topic sentences, and headings.)  6. Use graphics (e.g., pictures, maps, and diagrams) to gain meaning or relate to written texts.  7. Identify organizational patterns found in texts, (e.g., compare and contrast, cause and effect, chronological order.)
5. Adjust fluency, rate, and style of reading to the purpose of the materials with guidance.		Not measurable on statewide assessment.

6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).	5. Uses a substantial reading vocabulary appropriate to grade-level.	8. Recognize and use clues within the text (e.g., word structure [simple prefixes and suffixes], sentence structure, context) to determine word meaning.
7. Identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.  8. Ask questions and check predictions prior to, during, and after reading.	6. Applies, articulates, and self-monitors decoding and comprehension strategies- not measurable on statewide assessment.	Not measurable on statewide assessment.

## Grade 4

### Reading Content Standard 3

Students set goals, monitor, and evaluate their progress in reading.

<b>Benchmark End of Grade 4</b>	<b>GLE Grade 4</b>	<b>Item Specification Grade 4</b>
1. Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.  2. Describe reading successes and set reading goals.  3. Select authors, subjects, and print and non-print material to share with others.	7. Sets appropriate reading goals – not measurable on statewide assessment.	Not measurable on statewide assessment.

## Grade 4

### Reading Content Standard 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

<b>Benchmark End of Grade 4</b>	<b>GLE Grade 4</b>	<b>Item Specification Grade 4</b>
1. Identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits).	8. Selects and uses appropriate print and non-print materials to meet a variety of purposes at grade-level (e.g., signs, labels, instructions, recipes, directions, schedules, maps, tables, charts).	1. Recognize the purpose of the text.
2. Solve a problem or answer a question through reading (e.g., signs, labels, instruction).		2. Follow multi-step directions in informational texts (e.g., recipes, how-to projects).
3. Perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).		
6. Read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).		3. Demonstrate ability to use various sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.
4. Read and provide oral, written, and/or artistic, responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.	10. Recognizes cultural differences including American Indians in various materials.	4. Demonstrate an awareness of how a text reflects cultural traditions and life experiences.
5. Read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).		

## Grade 4

### Reading Content Standard 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

<b>Benchmark End of Grade 4</b>	<b>GLE Grade 4</b>	<b>Item Specification Grade 4</b>
1. Identify and summarize similarities and differences using a single element such as character within a text and between sources of information.  2. Make connections, integrate, and organize information from multiple sources.	11. Compares and integrates information from more than two sources.	1. Compare and contrast a single element (e.g., character) within a text or between texts.  2. Identify different types of texts (e.g., poetry, fiction, nonfiction, biography, drama).
3. Recognize authors' points of view.	9. Recognizes an author's point of view and can distinguish fact from opinion.	3. Recognize the author's purpose and perspective.
4. Distinguish fact from opinion in various print and nonprint material.		4. Identify different types of information (e.g., fact versus opinion).

## Grade 5

### Reading Content Standard 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 5</b>	<b>Item Specification Grade 5</b>
<p>1. Make predictions and clearly describe, with details, meaningful connections between new material and previous information /experiences.</p> <p>2. Compare and contrast important print/non-print information with existing knowledge to draw conclusions and make application.</p> <p>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.</p>	<p>1. Makes predictions and describes connections between new materials and previous information /experience.</p>	<p>1. Make inferences, make and support predictions, draw conclusions, and recognize cause and effect relationships.</p>
<p>4. Demonstrate understanding of main ideas and select important supporting facts and details.</p> <p>5. Provide accurate, detailed summaries using key elements of appropriate reading material.</p>	<p>2. Summarizes the main idea and details from materials read.</p>	<p>2. Demonstrate an understanding of main idea, events, and supporting details; recall facts, summarize.</p>

## Grade 5

### Reading Content Standard 2

Students apply a range of skills and strategies to read.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 5</b>	<b>Item Specification Grade 5</b>
1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material.	1. Apply knowledge of synonyms and antonyms to determine meaning.  2. Distinguish and interpret words with multiple meanings.
2. Demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).  3. Identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).	4. Identifies and compares literary elements and devices in works of literature at grade-level.	3. Understand story elements (e.g., setting, plot, characterization, character's motivation, theme, conflict/problem, and dialogue.)  4. Recognize how language is used for meaning and effect in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).
4. Use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).		5. Demonstrate an understanding of the structural features and the function of text, (e.g., title, table of contents, index, glossary, paragraphs, topic sentences, and headings.)  6. Use graphics (e.g., pictures, maps, and diagrams) to gain meaning or relate to written texts.  7. Identify organizational patterns found in texts, (e.g., compare and contrast, cause and effect, chronological order.)



5. Adjust fluency, rate, and style of reading to the content and purpose of the material.		Not measurable on statewide assessment.
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.	5. Uses a substantial reading vocabulary appropriate to grade-level.	8. Recognize and use clues within the text (e.g., word structure [simple prefixes and suffixes], sentence structure, context) to determine word meaning.
7. Use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.  8. Ask questions, check predictions, and summarize information prior to, during, and after reading.	6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress-not measurable on statewide assessment.	Not measurable on statewide assessment.

## Grade 5

### Reading Content Standard 3

Students set goals, monitor, and evaluate their progress in reading.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 5</b>	<b>Item Specification Grade 5</b>
1. Articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.  2. Monitor reading successes and set reading goals.  3. Select authors, subjects, and print and non-print material, expressing reasons for recommendations.	7. Sets and uses appropriate reading goals – not measurable on statewide assessment.	Not measurable on statewide assessment.

## Grade 5

### Reading Content Standard 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 5</b>	<b>Item Specification Grade 5</b>
1. Establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).	8. Selects and uses appropriate print and non-print materials to meet a variety of purposes at grade-level.	1. Recognize the purpose of the text.
2. Read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines and electronic information).		2. Follow multi-step directions in informational texts (e.g., recipes, how-to projects).
3. Read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).		
6. Read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).		3. Demonstrate ability to use various sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.
7. Identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).		

<p>4. Read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.</p> <p>5. Identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change).</p>	<p>10. Identifies cultural perspectives of diverse populations including American Indians in various materials.</p>	<p>4. Demonstrate an awareness of how a text reflects cultural and ethnic traditions and life experiences.</p>
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## Grade 5

### Reading Content Standard 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 5</b>	<b>Item Specification Grade 5</b>
1. Compare and contrast information and textual elements in print and non-print material.  2. Make connections, explain relationships among a variety of sources, and integrate similar information.	11. Compares and integrates information from a variety of sources.	1. Compare and contrast information or textual elements within or between texts.  2. Identify different types of texts (e.g., poetry, fiction, nonfiction, biography, drama).
3. Recognize authors' points of view and purposes.  4. Recognize authors' use of language and literary devices to influence readers.  5. Recognize, express, and defend a point of view.	9. Recognizes an author's point of view and purpose and can distinguish fact from opinion.	3. Recognize the author's purpose and perspective.  4. Identify different types of information (e.g., fact versus opinion).

## Grade 6

### Reading Content Standard 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 6</b>	<b>Item Specification Grade 6</b>
<p>1. Make predictions and clearly describe, with details, meaningful connections between new material and previous information /experiences.</p> <p>2. Compare and contrast important print/non-print information with existing knowledge to draw conclusions and make application.</p> <p>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.</p>	<p>1. Makes predictions and describes connections between new materials and previous information /experience.</p>	<p>1. Make inferences, make and support predictions, draw conclusions, and recognize cause and effect relationships.</p>
<p>4. Demonstrate understanding of main ideas and select important supporting facts and details.</p> <p>5. Provide accurate, detailed summaries using key elements of appropriate reading material.</p>	<p>2. Identifies inferred and stated main ideas and selects important facts and details from materials read.</p>	<p>2. Demonstrate an understanding of main idea, events, and supporting details; recall facts, summarize.</p>

## Grade 6

### Reading Content Standard 2

Students apply a range of skills and strategies to read.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 6</b>	<b>Item Specification Grade 6</b>
1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material.	1. Apply knowledge of synonyms and antonyms to determine meanings; use knowledge of word origins to determine the meanings of unknown words.  2. Distinguish and interpret words with multiple meanings.
2. Demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).  3. Identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).	4. Identifies and compares literary elements and devices in works of literature at grade-level.	3. Understand story elements (e.g., setting, plot, characterization, character's motivation, theme, conflict/resolution and dialogue).  4. Recognize how language is used for meaning and effect in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).
4. Use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).		5. Demonstrate an understanding of the structural features and the function of text, (e.g., title, table of contents, index, glossary, paragraphs, topic sentences, and headings.)  6. Use graphics (e.g., pictures, maps, and diagrams) to gain meaning or relate to written texts.  7. Identify organizational patterns found in texts, (e.g., compare and contrast, cause and effect, and chronological order.)

5. Adjust fluency, rate, and style of reading to the content and purpose of the material.		Not measurable on statewide assessment.
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.	5. Uses a substantial reading vocabulary appropriate to grade-level.	8. Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.
7. Use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.  8. Ask questions, check predictions, and summarize information prior to, during, and after reading.	6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress-not measurable on statewide assessment.	Not measurable on statewide assessment.



## Grade 6

### Reading Content Standard 3

Students set goals, monitor, and evaluate their progress in reading.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 6</b>	<b>Item Specification Grade 6</b>
1. Articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.  2. Monitor reading successes and set reading goals.  3. Select authors, subjects, and print and non-print material, expressing reasons for recommendations.	7. Sets and meets appropriate reading goals – not measurable on statewide assessment.	Not measurable on statewide assessment.

## Grade 6

### Reading Content Standard 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 6</b>	<b>Item Specification Grade 6</b>
1. Establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).	8. Selects and uses appropriate print and non-print materials to meet a variety of purposes at grade-level.	1. Recognize the purpose of the text.
2. Read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines and electronic information).  3. Read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).		2. Follow multi-step directions in informational texts (e.g., recipes, how-to projects).
6. Read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).  7. Identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).		3. Demonstrate ability to use various sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.

4. Read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.

5. Identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change).

10. Identifies cultural perspectives of diverse populations including American Indians in various materials.

4. Demonstrate an awareness of how a text reflects cultural and ethnic traditions and life experiences.

## Grade 6

### Reading Content Standard 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 6</b>	<b>Item Specification Grade 6</b>
1. Compare and contrast information and textual elements in print and non-print material.  2. Make connections, explain relationships among a variety of sources, and integrate similar information.	11. Compares and integrates information from a variety of print and non-print sources.	1. Compare and contrast information or textual elements within or between texts.  2. Identify different types of texts (e.g., poetry, fiction, nonfiction, drama, folktales, and myths).
3. Recognize authors' points of view and purposes.  4. Recognize authors' use of language and literary devices to influence readers  5. Recognize, express, and defend a point of view.  .	9. Recognizes an author's point of view and purpose and identifies some literary devices that authors use in composing text.	3. Recognize author's purpose and perspective.  4. Identify different types of information (e.g., fact versus opinion).

## Grade 7

### Reading Content Standard 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 7</b>	<b>Item Specification Grade 7</b>
<p>1. Make predictions and clearly describe, with details, meaningful connections between new material and previous information /experiences.</p> <p>2. Compare and contrast important print/non-print information with existing knowledge to draw conclusions and make application.</p> <p>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.</p>	<p>1. Makes predictions and clearly describes, with details, connections between new materials and previous information /experience.</p>	<p>1. Make inferences, make and support predictions, draw conclusions, and recognize cause and effect relationships.</p>
<p>4. Demonstrate understanding of main ideas and select important supporting facts and details.</p> <p>5. Provide accurate, detailed summaries using key elements of appropriate reading material.</p>	<p>2. Interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the grade-level.</p>	<p>2. Demonstrate an understanding of main idea, events, and supporting details; recall facts, summarize.</p>

## Grade 7

### Reading Content Standard 2

Students apply a range of skills and strategies to read.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 7</b>	<b>Item Specification Grade 7</b>
1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material.	1. Identify and/or understand the use of word origins, idioms, dialect, analogies, and denotative and connotative meanings and their effect on the text.
2. Demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).	4. Interprets and compares literary elements and devices in works of literature at grade-level.	3. Understand story elements (e.g., setting, plot, characterization, character's motivation, theme, conflict/resolution, dialogue, and symbols)
3. Identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).		4. Recognize how language is used for meaning and effect in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).
4. Use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).		5. Demonstrate an understanding of the structural features and the function of text, (e.g., title, table of contents, index, glossary, paragraphs, topic sentences, and headings.)  6. Use graphics (e.g., pictures, maps, and diagrams) to gain meaning or relate to written texts.  7. Identify and demonstrate understanding of organizational patterns found in texts, (e.g., compare and contrast, cause and effect, and chronological order.)

5. Adjust fluency, rate, and style of reading to the content and purpose of the material.		Not measurable on statewide assessment.
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.	5. Uses a substantial reading vocabulary appropriate to grade-level.	8. Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.
7. Use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.  8. Ask questions, check predictions, and summarize information prior to, during, and after reading.	6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress-not measurable on statewide assessment.	Not measurable on statewide assessment.

## Grade 7

### Reading Content Standard 3

Students set goals, monitor, and evaluate their progress in reading.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 7</b>	<b>Item Specification Grade 7</b>
<p>1. Articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.</p> <p>2. Monitor reading successes and set reading goals.</p> <p>3. Select authors, subjects, and print and non-print material, expressing reasons for recommendations.</p>	<p>7. Sets and meets appropriate reading goals – not measurable on statewide assessment.</p>	<p>Not measurable on statewide assessment.</p>



## Grade 7

### Reading Content Standard 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 7</b>	<b>Item Specification Grade 7</b>
1. Establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).	8. Selects and uses appropriate material to meet a variety of purposes at grade-level.	1. Recognize the purpose of the text.
2. Read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines and electronic information).  3. Read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).		2. Follow multi-step directions in informational texts (e.g., recipes, how-to projects).
6. Read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).  7. Identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).		3. Demonstrate ability to use various sources (e.g., dictionary, encyclopedia, Internet) and ways to locate and gather information.

<p>4. Read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.</p> <p>5. Identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change).</p>	<p>10. Identifies cultural perspectives of diverse populations including American Indians in various materials.</p>	<p>4. Demonstrate an awareness of how a text reflects cultural and ethnic traditions and life experiences.</p>
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## Grade 7

### Reading Content Standard 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 7</b>	<b>Item Specification Grade 7</b>
1. Compare and contrast information and textual elements in print and non-print material.  2. Make connections, explain relationships among a variety of sources, and integrate similar information.	11. Compares, contrasts, and integrates information from a variety of print and non-print sources.	1. Compare and contrast information or textual elements within and between texts.  2. Identify different types of texts (e.g., poetry, fiction, nonfiction, drama, folktales, and myths).
3. Recognize authors' points of view and purposes.  4. Recognize authors' use of language and literary devices to influence readers.  5. Recognize, express, and defend a point of view.	9. Recognizes an author's point of view and purpose and identifies some literary devices that the author uses to influence readers.	3. Recognize the author's purpose and perspective.  4. Identify different types of information (e.g., fact versus opinion).

## Grade 8

### Reading Content Standard 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 8</b>	<b>Item Specification Grade 8</b>
<p>1. Make predictions and clearly describe, with details, meaningful connections between new material and previous information /experiences.</p> <p>2. Compare and contrast important print/non-print information with existing knowledge to draw conclusions and make application.</p> <p>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.</p>	<p>1. Makes predictions and clearly describes, with details, meaningful connections between new materials and previous information/experience.</p>	<p>1. Make inferences, make and support predictions, draw conclusions, and recognize cause and effect relationships.</p>
<p>4. Demonstrate understanding of main ideas and select important supporting facts and details.</p> <p>5. Provide accurate, detailed summaries using key elements of appropriate reading material.</p>	<p>2. Interprets stated and inferred main ideas, and identifies important supporting facts and details when reading material appropriate to grade-level.</p>	<p>2. Demonstrate an understanding of main idea, events, and supporting details; recall facts, summarize.</p>

## Grade 8

### Reading Content Standard 2

Students apply a range of skills and strategies to read.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 8</b>	<b>Item Specification Grade 8</b>
1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material.	1. Analyze word origins, idioms, dialect, analogies, and denotative and connotative meanings and their effect on the text.
2. Demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).  3. Identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).	4. Interprets and analyzes literary elements and devices in works of literature at grade-level.	3. Understand and analyze story elements, (e.g., setting, plot, characterization, character's motivation, theme, conflict/resolution, dialogue, symbols, mood, tone, and point of view.)  4. Recognize how language is used for meaning and effect in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).
4. Use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).		5. Demonstrate an understanding of the structural features and the function of text, (e.g., title, table of contents, index, glossary, paragraphs, topic sentences, and headings, sidebars, parentheses).  6. Use graphics (e.g., pictures, maps, diagrams, charts, tables, graphs, icons, pull-down menus) to gain meaning or relate to written texts.

		7. Analyze the use of organizational patterns, (e.g., compare and contrast, cause and effect, and chronological order); analyze the use of support patterns, (proposition, evidence, and bias.)
5. Adjust fluency, rate, and style of reading to the content and purpose of the material.		Not measurable on statewide assessment.
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.	5. Uses a substantial reading vocabulary appropriate to grade-level.	8. Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.
7. Use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.  8. Ask questions, check predictions, and summarize information prior to, during, and after reading.	6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress-not measurable on statewide assessment.	Not measurable on statewide assessment.

## Grade 8

### Reading Content Standard 3

Students set goals, monitor, and evaluate their progress in reading.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 8</b>	<b>Item Specification Grade 8</b>
1. Articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.  2. Monitor reading successes and set reading goals.  3. Select authors, subjects, and print and non-print material, expressing reasons for recommendations.	7. Sets and meets appropriate reading goals – not measurable on statewide assessment.	Not measurable on statewide assessment.

## Grade 8

### Reading Content Standard 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

Benchmark End of Grade 8	GLE Grade 8	Item Specification Grade 8
1. Establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).	8. Selects and uses appropriate print and non-print material to meet a variety of reading purposes (e.g., to organize and understand information, to investigate a topic, to apply information to perform specific tasks).	1. Recognize the purpose of the text.
2. Read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines and electronic information).  3. Read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).		2. Follow multi-step directions, simple mechanical and technical directions in informational texts, e.g., recipes, how-to projects, applications, and manuals.
6. Read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).  7. Identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).		3. Use information from a variety of consumer, workplace, and public documents to explain a situation, complete a task, or solve a problem.



<p>4. Read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.</p> <p>5. Identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change).</p>	<p>10. Identifies and interprets social responsibilities and cultural perspectives of diverse populations including American Indians in various materials.</p>	<p>4. Demonstrate an awareness of how a text reflects cultural and ethnic traditions and life experiences; identify and analyze the use of recurring themes and employ elements of literary criticism.</p>
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## Grade 8

### Reading Content Standard 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

<b>Benchmark End of Grade 8</b>	<b>GLE Grade 8</b>	<b>Item Specification Grade 8</b>
1. Compare and contrast information and textual elements in print and non-print material.  2. Make connections, explain relationships among a variety of sources, and integrate similar information.	11. Compares, contrasts, and integrates information from a variety of print and non-print sources to defend a point of view.	1. Compare and contrast information or textual elements within and between texts.  2. Identify and understand different types of and characteristics of texts, (e.g., drama, folktales, myths, biography, and autobiography).
3. Recognize authors' points of view and purposes.  4. Recognize authors' use of language and literary devices to influence readers.  5. Recognize, express, and defend a point of view.	9. Recognizes an author's point of view and purpose and identifies use of language and literary devices used to influence readers.	3. Recognize the author's purpose and perspective.  4. Identify and understand different types of information, (e.g., fact versus opinion, assumptions).

## Grade 10

### Reading Content Standard 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

<b>Benchmark End of Grade 12</b>	<b>GLE Grade 10</b>	<b>Item Specification Grade 10</b>
<p>1. Make predictions and describe inferences and connections within material and between new material and previous information /experiences.</p> <p>2. Integrate new important print/non-print information with their existing knowledge to draw conclusions and make application.</p> <p>3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.</p>	<p>1. Makes and revises predictions and identifies connections within material and between material and previous information/experiences.</p>	<p>1. Make inferences, make and support predictions, draw conclusions, and analyze cause and effect relationships.</p>
<p>4. Demonstrate understanding of main ideas and formulate arguments using supporting evidence.</p> <p>5. Accurately paraphrase reading material, reflecting tone and point of view.</p>	<p>2. Paraphrases stated and inferred main ideas, identifies supporting evidence and responds using a variety of modes.</p>	<p>2. Demonstrate an understanding of main idea and supporting details, and key concepts; summarize information.</p>

## Grade 10

### Reading Content Standard 2

Students apply a range of skills and strategies to read.

<b>Benchmark End of Grade 12</b>	<b>GLE Grade 10</b>	<b>Item Specification Grade 10</b>
1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.	3. Applies decoding strategies to understand grade-level text.	1. Analyze word origins, idioms, dialect, analogies, and denotative and connotative meanings and their effect on the text.
2. Identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).  3. Identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggerations, irony, humor, dialogue, satire, symbolism).	4. Applies a few strategies to interpret, analyze and evaluate the language, literary elements, literary devices, and overall intent of print and non-print material.	3. Understand the use of story elements and their relationship to the meaning of the text, (e.g., setting, plot, characterization, character's motivation, theme, conflict/resolution, dialogue, symbols, mood, tone, point of view. and climax).  4. Recognize how language is used for meaning and effect in literary texts (e.g., literary devices, figurative language) and in informational texts (persuasion, bias).
4. Use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization).		5. Demonstrate an understanding of the structural features and the function of text, (e.g., title, table of contents, index, glossary, paragraphs, topic sentences, and headings, sidebars, parentheses).  6. Use graphics (e.g., pictures, maps, diagrams, charts, tables, graphs, icons, pull-down menus, schedules) to gain meaning or relate to written texts.

		7. Analyze the use of organizational patterns, (e.g., compare and contrast, cause and effect, and chronological order); analyze the use of support patterns, (proposition, evidence, and bias).
5. Adjust fluency, rate and style of reading to content and purpose of the material.		Not measurable on statewide assessment.
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.	5. Uses a substantial reading vocabulary appropriate to grade-level.	8. Recognize and use clues within the text (e.g., sentence structure, context) to determine word meaning.
7. Use a variety of reading strategies to comprehend complex material, including self-correcting, re-reading, using context, and adjusting rate.  8. Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.	6. Articulates and evaluates the strategies used to monitor reading – not measurable on statewide assessment.	Not measurable on statewide assessment.

## Grade 10

### Reading Content Standard 3

Students set goals, monitor, and evaluate their progress in reading.

<b>Benchmark End of Grade 12</b>	<b>GLE Grade 10</b>	<b>Item Specification Grade 10</b>
1. Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.  2. Analyze reading successes and attainment of reading goals.  3. Select authors, subjects, and print and non-print material, expressing reasons for recommendations, and information and insights gained.		Not measurable on statewide assessment.

## Grade 10

### Reading Content Standard 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

<b>Benchmark End of Grade 12</b>	<b>GLE Grade 10</b>	<b>Item Specification Grade 10</b>
<p>1. Integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading).</p>	<p>7. Selects, evaluates, compares, analyzes, and uses appropriate print and non-print material to meet a variety of reading purposes (e.g., reference material, pamphlets, electronic information, schedules, maps, technical manuals).</p>	<p>1. Analyze the purpose of the text.</p>
<p>2. Read to evaluate appropriate resource material for a specific task.</p> <p>3. Locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information).</p> <p>4. Read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals).</p>		<p>2. Synthesize complex information from technical or reference materials, (e.g., how-to projects, applications, manuals. directions, and Web sites.)</p>
<p>6. Read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).</p> <p>7. Locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet).</p>		<p>3. Use information from a variety of consumer, workplace, and public documents to explain a situation, complete a task, or solve a problem.</p>

5. Read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).

9. Analyzes and evaluates and creates materials that demonstrate social responsibilities and cultural perspectives of diverse populations including American Indians.

4. Analyze how a text reflects cultural and ethnic traditions and life experiences; identify and analyze the use of recurring themes and employ elements of literary criticism.



## Grade 10

### Reading Content Standard 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

<b>Benchmark End of Grade 12</b>	<b>GLE Grade 10</b>	<b>Item Specification Grade 10</b>
1. Compare and contrast information and broad themes within and among a variety of information sources.  2. Logically synthesize information from a complex range of print and non-print sources.	10. Logically gathers, analyzes, synthesizes, and responds to information from a variety of sources.	1. Compare and contrast information or textual elements within and between texts.  2. Understand the different types and characteristics of texts, (e.g., drama, folktales, myths, biography, autobiography, sonnet, free verse, allegory, and satire).
3. Apply basic principles of formal logic to print and non-print material.  4. Analyze use of evidence, logic, language devices, and bias as strategies to influence readers.	8. Recognizes author's point of view and purpose. Analyzes and evaluates evidence, logic, language, bias and other strategies used to influence readers.	3. Analyze the author's purpose and perspective.  4. Understand the different types of information (e.g., fact versus opinion, assumptions).

